

## DOCUMENT RESUME

ED 129 371

JC 760 533

AUTHOR Luskin, Bernard J.  
TITLE Coastline Community College: A Dream with a Reality.  
INSTITUTION Coastline Community Coll., Fountain Valley, Calif.  
PUB DATE [76]  
NOTE 17p.  
EDRS PRICE MF-\$0.83 HC-\$1.67 Plus Postage.  
DESCRIPTORS \*Adult Education; Community Colleges; Continuous Learning; \*Educational Alternatives; \*Educational Innovation; \*Educational Opportunities; \*Junior Colleges  
IDENTIFIERS Coastline Community College; \*Noncampus Colleges; Nontraditional Students

## ABSTRACT

Coastline Community College (CCC) is a comprehensive community college without walls, committed to the basic philosophy that every individual shall have the opportunity for appropriate quality education up to the limits of his or her potential and that access to diverse educational opportunities shall be available to all interested adults. Its primary target population includes those who are motivationally and academically different, those with problems of access and transportation, those with specialized needs such as the handicapped, retired, or full-time employed, and those with special training needs. CCC brings educational programs into the community in flexible and diverse ways, and in response to citizen needs. A variety of learning experiences is available including: classroom courses, independent study, cooperative education, work-study programs, on-the-job training, and television courses for credit. The CCC mission is to create lifelong access to learning--specializing in transfer education, personal enrichment, apprenticeship, citizenship, retraining, and job upgrading. The community is the campus for Coastline. (Author/JDS)

\*\*\*\*\*  
\* Documents acquired by ERIC include many informal unpublished \*  
\* materials not available from other sources. ERIC makes every effort \*  
\* to obtain the best copy available. Nevertheless, items of marginal \*  
\* reproducibility are often encountered and this affects the quality \*  
\* of the microfiche and hardcopy reproductions ERIC makes available \*  
\* via the ERIC Document Reproduction Service (EDRS). EDRS is not \*  
\* responsible for the quality of the original document. Reproductions \*  
\* supplied by EDRS are the best that can be made from the original. \*  
\*\*\*\*\*



THIS DOCUMENT HAS BEEN RE  
DUCEO EXACTLY AS RECEIVED F  
THE PERSON OR ORGANIZATION ORI  
ATING IT. POINTS OF VIEW OR OPIN  
STATED DO NOT NECESSARILY RE  
SENT OFFICIAL NATIONAL INSTITUT  
EDUCATION POSITION OR POLICY

COASTLINE COMMUNITY COLLEGE: A DREAM WITH A REALITY

by

BERNARD J. LUSKIN

(President)

## COASTLINE COMMUNITY COLLEGE: A DREAM WITH A REALITY

by

Bernard J. Luskin  
(President)

The American commitment is one of opportunity such that each individual may be able to make the best use of his or her talents.

Within this ideal we are not talking about equal accomplishments or even about identical use, but about constitutional rights that include the right to pursue happiness and the right to equal opportunity. Important aspects of life impact both happiness and opportunity. One such crucial ingredient of the quality of anyone's life is the chance for education--the chance and the right to learn.

In this new time both society and education are changing, with society becoming more diverse and pressures increasing. Life in both urban and rural areas is being examined. "Rich man/poor man" presents extremes showing potential differences between opportunity and no opportunity. Clearly, whether they are rich or poor, young or old, rural or urban, all people have talents and interests worthy of pride and cultivation.

### How May We Serve Education to All of These People?

First we must peel away the stereotypes that rigidify education and adopt a broader concept than many of us have held in the past. This new concept must be so broad as to include all who find it rewarding to entertain new ideas, to taste new knowledge and opinion, or to learn ways to do new things.

Moreover, we should not be so arrogant as to feel that education in the future should mirror the educational experiences of our own past. We should recognize that our futures are filled with infinite diversity and change, and with new varieties of place and opportunity to learn. Each of us is continually faced with making choices between complex and controversial alternatives. We have a continuing need to know and to adapt what we know

to the changing situations and events we will experience. But since the future is of course not wholly knowable, we must never stop learning; we must constantly look ahead, using what we learn to help us make better and wiser choices among these alternatives.

Education, then, is a life-adjusting ingredient that is crucial to the very quality of our lives; it is a preparation for the future.

Students now seeking higher education represent a diverse population, and the time has passed when a single type of institution can serve all of these students. We live with priorities of the present--but we must dream and plan for the future. More than dreaming, we must convert our dreams to realities, or live in future situations not of our own choosing to which we will be forced to adapt.

The average worker changes jobs seven times and careers three times in his lifetime. Each occupation is built on a body of permanent knowledge layered with a continuum of new and changing information. There is a sustained need to learn and to relearn. The worker is a constantly developing learner in a constant stream of knowledge.

Our dream of the future must therefore include change and adaption of structure and access to education. Knowledge--learning opportunities--must expand. Lifelong learning will be a necessity in the future in order that each of us may properly adapt in learning for work, in learning for life, and in expanding our horizons.

There is age shifting within the United States. We are a nation not only growing more slowly but also growing slowly older. Most estimates agree that the percent of our population over 60 years old is growing much faster than the rest of the population. Certainly education can stimulate and restimulate creative thinking and creative activity among our citizens as they grow older. Education can help people cope with life situations, it can help them express themselves, and it can provide opportunity for people to contribute to others what they have learned.

We must continually review our values, our world, our place in that world and the demands it makes upon us. Now, when the majority of persons involved in higher education in the United States are part-time, we must provide for the part-time learner in new ways. Research shows enormous numbers of adults of all ages partaking of higher education today, and

while average college ages in the nineteen fifties were in the 20's, average ages today are in the 30's and 40's. People instinctively seem to gravitate toward education as a meaningful ingredient in the quality of their lives as long as they live.

The values of our community are pluralistic. Members are drawn from many geographical areas and cultural backgrounds and from a number of sub-groups--the most obvious of which is the traditional full-time student and the inveterate evening student. Examples of other groups are the handicapped, the elderly, and the individual who would participate but for inconvenience or for cost. There are a variety of educational windows that can be opened to each of these many groups.

The colleges we have known so long have served us well. They will continue to serve and grow. New needs, however, require change--new forms of institutions designed to serve emerging needs.

I have described only several dimensions of the matrix of lifelong learning needs. There are many other reasons why there is an enormous ever-increasing body of learning seekers on our college doorsteps. Meeting the challenge of satisfying their demands is a challenge to the vision and imagination of us all in education.

We must expand to new philosophies--develop new curricula, use different methods; throw open the doors and down the walls--go out to the resources of our communities. We must release and integrate our own resources and work toward opportunities which help each individual add meaning and enrichment to life.

Grappling with new structures and new forms of learning opportunities--adapting to new trends and providing quality educational opportunities to more citizens in diverse ways, maximizing access, and relating benefit and investment is a Herculean task requiring great perception and foresight: an Olympian view. Creating such opportunities requires a philosophy adequate to the potential of education as a positive social force.

#### Establishing Coastline Community College: A College Beyond Walls.

After more than a year of intensive study and more than four years experience with televised college courses for credit, the Coast Community

College District Board of Trustees unanimously approved the establishment of Coastline Community College as a third college for Coast Community College District on February 25, 1976.

The commitment to Coastline was based on a number of major reasons. Two of these were population and student growth. It was also estimated that by creating a college beyond the campus the district would save 40 million dollars in taxes through obviating the need for construction of a new campus and new buildings to accommodate a projected increase of 40,000 students by 1985.

Another important factor in the establishment of Coastline was the shift in student profiles. Today the average age of the district's full-time community college student is 27 years. The average age of those attending part-time is well over 30.

For these and other reasons, including recognition of other changing trends such as advances in learning psychology and technology, the college was established.

When Coastline was established, Coast Community College District's Chancellor Norman Watson stated, "Our new college will be--in purest sense, a community college--and will be the model of the future in community college education.

"The purpose of the new college will be to take educational programs to the community in new ways. We will utilize a broad range of services and facilities available in this community and will make maximum use of coordinated instructional delivery systems such as television, newspapers, radio, and so much more."

A set of principles and characteristics were developed which include:

1. Diversity and comprehensiveness of offerings
2. Easy access (decentralization of locations)
3. Responsiveness to community needs
4. Increased community participation
5. Decentralized administration - closer to needs for responsiveness and sensitivity
6. Lifelong learning
7. Increased continuing and recurrent education
8. Increased service to learners

9. New ways of using facilities and new facilities which may be used
10. Expanded human centered use of technology
11. Learning as an integral part of the total community
12. The freeing of learners from time and place constraints on access to knowledge
13. Learning for people of all ages
14. Improved counseling and guidance services
15. More cooperation between agencies and institutions
16. Recognition of unique needs of individuals and groups
17. Part time faculty. Faculty will be primarily part time, coming from other colleges or being members of the community practicing a trade or profession.
18. College Centers. Community services, cultural events and credit course-related activities will be implemented in centers throughout the community where resources, needs and strategic locations can be brought together.
19. Diverse and flexible arrangements. Special relationships between school and work including independent study, cooperative education, increased use of community, industrial or institutional facilities and recognition of experience and mastery learning concepts will be developed and implemented.

#### Primary Target Populations

It was decided that Coastline's primary target populations would include:

1. The motivationally different
2. Those who are academically different
3. Those with problems of access and transportation
4. Those with special training needs
5. Those with highly specialized needs such as the handicapped, retired persons, and the full-time employed
6. Those who, for whatever other reasons, choose to attend courses offered at locations removed from the present campus setting.



## Functions and Objectives

Coastline Community College opened in September 1976 as a college truly beyond walls. The college does not have a campus, but this fall is operating in more than 100 locations throughout the 88 square miles that lie within the district. This is an average of more than one location per square mile throughout the district. Eventually there will be more than 300 locations. Classrooms and learning opportunities will be provided virtually within each square mile of service area. Convenience and access will be a reality and the community will be the college campus.

Coastline Community College takes educational programs into the community in flexible and diverse ways. Coastline is open to any resident of the Coast Community College District who is 18 years of age or over, regardless of financial situation, geographical location within the district, or previous educational experience. Committed as it is to the benefits of life-long learning, Coastline Community College makes it possible for people to continue their education in convenient and economical ways.

Coastline Community College provides a broad range of services including counseling, guidance, and student services as well as opportunities for recurrent education. The program of the college is comprehensive in nature but it addresses with particular emphasis the needs of the new clientele. This clientele tends to be older than the traditional college student, and such students tend to be involved in recurrent and continuing education. Their needs include retraining, personal enrichment, and lifelong learning for a wide variety of purposes.

The college carefully avoids unnecessary duplication of existing services by using the talent and facilities already available in the six communities it serves. Classes are held in local schools, offices, banks, factories, churches, and other community buildings--avoiding the cost of campus construction.

Teachers are drawn from the faculties of the other colleges and from practitioners from the community. Hired on a part-time basis, teachers are often local professionals practicing the skills they teach. In Coastline Community College it is common to find a craftsman sharing his art, a lawyer teaching law, the director of a local day care center conducting a course in child development, or a town official teaching a class in local government.



By combining community resources as classrooms and professional members of the community as faculty members, continuing education is created from within and throughout the community itself.

In addition to regular courses, students have the opportunity to participate in a variety of learning opportunities such as independent study, cooperative education, and work/study programs, on-the-job training, and broadcast courses for credit. The basic philosophy of Coastline Community College is the principle that every individual shall have the opportunity for appropriate education up to the limits of his or her potential.

The scope of offerings encompasses transfer education, occupational education, personal enrichment, on-the-job training, apprenticeship, citizenship, retraining and upgrading.

While some students attending class in Coastline Community College choose to study for a certificate or a degree, many take courses purely for enjoyment or to improve or learn new job skills. For those interested in a degree, the college offers the Associate Degree and each student desiring a degree receives personal consultation with trained site staff to draw up a contract setting goals for the student according to his or her area of concentration or interest. For those interested in taking courses for enrichment purposes, participation is encouraged in light of Coastline's primary objective to make access for all interested adults to a diversity of postsecondary educational opportunities.

## Institutional Governance and Administration

### 1. Institutional Governance

Coastline Community College is committed to the concept of decentralized administration. The organizational chart that follows presents the administrative structure of the college. The structure is designed for flexibility. Primary responsibilities are established as follows:

#### PRESIDENT

- Institutional oversight
- Planning
- Operating policy
- College development
- Promotion
- Community relations

District/college relations  
 Management review  
 General administration  
 Interdistrict/college coordination  
 Educational resources  
 Educational program

#### DEAN OF INSTRUCTION

Curriculum  
 Curriculum materials  
 Faculty  
   Selection  
   Evaluation  
   Development  
 Instructional development  
 Educational project development  
 Credit course operations  
 Community internships

#### DEAN, COMMUNITY AND STUDENT SERVICES

Student activities  
 Community activities  
 Financial aid  
 Counseling  
 Student/community project development  
 Career services  
 Diagnostic career centers

#### DEAN, INFORMATION, RECORDS, AND INFORMATION SERVICES

Enrollment and registration  
 Student records  
 Information services  
 Research  
 Project development

#### DIRECTOR, BUSINESS SERVICES

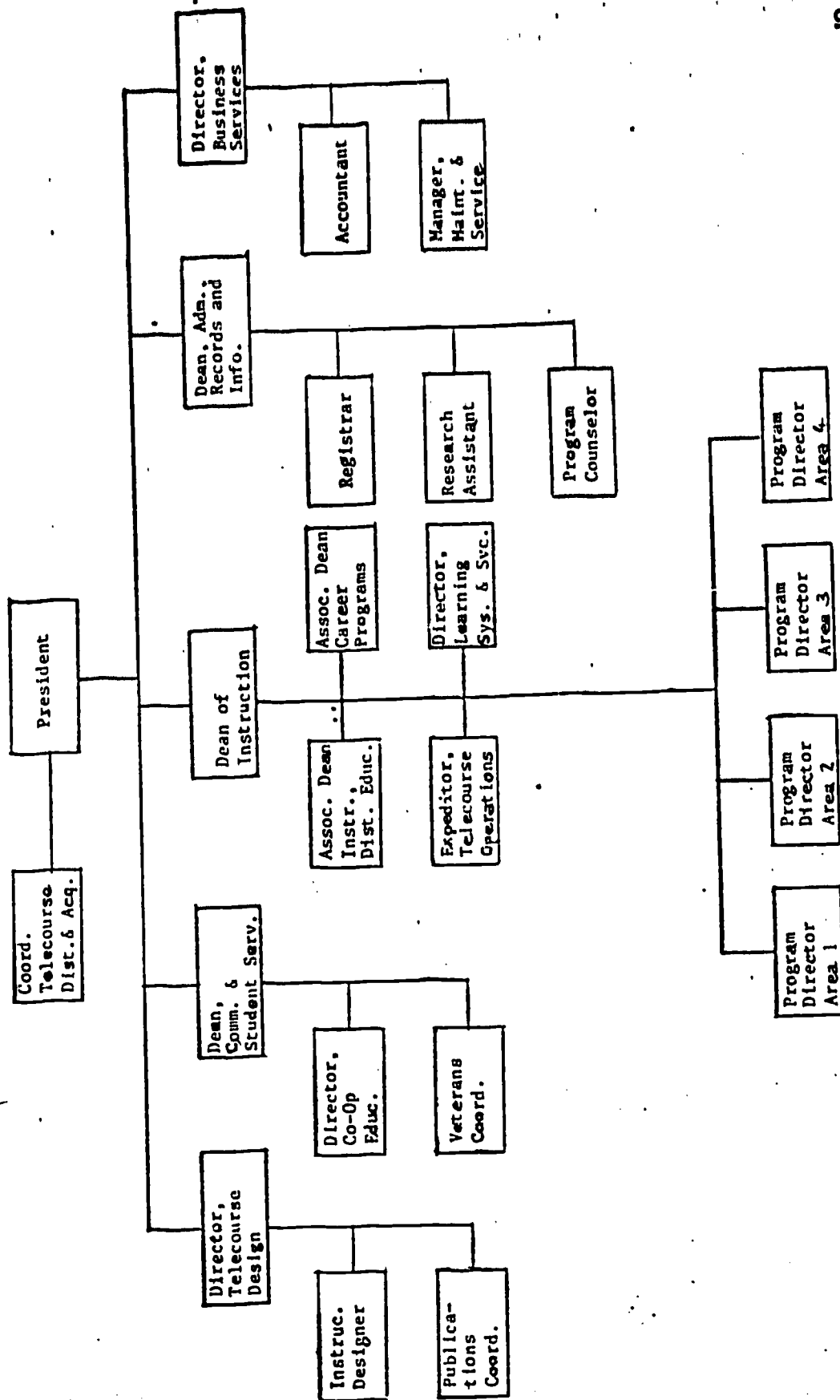
College operations  
 Facilities  
 Facilities arrangements  
 Bookstore  
 Contracts  
 Accounting  
 Budget  
 Purchasing  
 Equipment  
 Classified personnel

#### DIRECTOR, TELECOURSE DESIGN

Telecourse design and evaluation  
 Implementation and packaging

# COASTLINE COMMUNITY COLLEGE

## Organizational Chart



A primary administrator is responsible for each of three areas. He or she will have broad responsibilities for program development in those areas. These are General Studies Programs, Business Programs, and Occupational Programs. The Director of Cooperative Education supervises the cooperative education work experience program. Director of Learning Systems and Services operates the learning systems program, and a full-time Veterans/financial aids Coordinator coordinates veterans and financial aid activities.

The community is divided into four areas. Each area has a program director in charge of a comprehensive program in that area. The purpose here is for immediacy and response to the community. Each program director also has a district-wide responsibility in a specialized area such as programs for women, home and family living, etc.

An Emeritus Institute has also been established as the first of several institutes. In planning is an institute for public policy and public issues, and opening in the fall is a skills center--starting with a clerical cluster and a general education cluster.

Administration of telecourse operations is under the aegis of the Dean of Instruction. Coordinating the activities of course facilitators is an expeditor preparing appropriate student information, arranging times and places for activities and serving an ombudsman role in effecting solutions to all telecourse problems.

Coastline presently enrolls more than 6,000 students each semester in broadcast courses for credit. In addition the college is coordinating wide use by community colleges of courses such as Classic Theatre: The Humanities in Drama, The Adams Chronicles, The Age of Uncertainty, and others. The telecourse design unit continually designs and produces new broadcast courses with KOCE-TV, Coast district's PBS television station.

### Committee Structure - Standing Committees

#### 1. Curriculum Council

Chairman, President  
 Dean of Instruction  
 Dean of Admissions and Information Services  
 Program Administrators  
 Director of Learning Systems and Services

2. Management Review Council

Chairman, President  
Administrators

3. Accreditation Committee

Chairman, Dean of Instruction  
Deans  
Director, Business Services  
Research Assistant

4. President's Council

President  
Deans  
Director of Business Services  
Director, Telecourse Design

5. Recruiting Committee

Chairman, Dean, Admissions, Records, and Information Systems  
Research Assistant  
Dean of Instruction  
Dean of Student and Community Services  
Program Administrators

6. Telecourse Development Committee

Chairman, Director, Telecourse Design  
Dean of Instruction

Faculty meetings are called by the President periodically. And a College Advisory Committee whose membership is drawn from representatives of various communities serviced by the college meets twice a year.

### Library and Other Learning Resources

Coastline Community College has access to the learning resource centers and libraries of Orange Coast College and Golden West College. In addition, arrangements are being made to develop a joint powers agreement with the city libraries in the six cities being served by Coastline Community College so that these libraries may serve as resource centers for constituency in their immediate areas. The Director of Learning Services and Systems will operate a learning resource program encompassing traditional library functions including acquisition, cataloging, and reference services as necessary to relate the city libraries participating in the college joint powers agreement and will coordinate with the libraries of the other two colleges in the district.

In addition, arrangements are being made to obtain space for learning resource equipment and materials in community libraries. Both instructor and peer tutoring will be available in library centers, along with a career guidance program which is being planned for future implementation. Coastline Community College will be the lead college in the implementation of the new MARK I independent study system being developed cooperatively with Goldmark Communications Corporation. This equipment provides courses offered in remote locations through a new technology access system. In addition, Coastline Community College will serve as a demonstration site for installation of the new DISCOVER guidance system, which is the most comprehensive interactive guidance system being developed in the United States today.

Plans are being made for vehicular transportation of appropriate equipment and materials to learning sites and for selective library collections in specialized areas such as escrow, insurance, etc. where these collections may be made available at the classroom locations to students who are participating in courses.

As previously noted, full production capacity of the district-owned KOCE-TV is available to Coastline Community College, and Coastline Community College has primary responsibility for the initiation, design, development, and delivery of broadcast courses for credit to the students in the CCCD.

A comprehensive instructional materials center is being developed to include the capacity for high print production, slide reproduction, filmstrip reproduction, coordinated instructional systems, deployment and implementation, and maintenance services.

Cluster learning resource centers are planned throughout the community and will be coordinated from the administrative center headquarters of the college. A variety of coordinated instructional systems under student control providing for self-paced and independent education will also be made available in the future.

While the college is getting under way, extensive use will be made of the very extensive facilities at Orange Coast and Golden West Colleges.

### Student and Community Services

The objectives of the Student and Community Services division are to:

1. Serve the individual needs of all students as fully as possible within the limits of Coastline's capacity.
2. Integrate student services with all other functioning areas of the college.
3. Provide a variety of student services readily and easily available to all students.
4. Respond to the needs of students in terms of information, counseling, community services, and activities and financial aids.
5. Recognize and plan ways of meeting special needs of handicapped students, ethnic minorities, and students with special problems.

The function of Student and Community Services is to meet those needs of students which are not specifically met under the area of instruction. However, Student and Community Services are closely related with the instructional process. This relationship is expressed in the functional organization of the college. These functions are:

- Administration
- Records
- Counseling
- Placement
- Financial Aids
- Student Activities
- Co-Curricular Activities

Student and Community Services, except for Admissions, are under the administration and guidance of the Dean of Community and Student Services. Counselors serve at large and are available to students at the administrative



center of the college. Faculty members of the college will also be assigned responsibility for academic advisement of students.

The college is planning an extensive outreach and public information program.

In addition, a comprehensive program in cooperative education and work experience and placement is being developed. Staff in the area of community and student services will consist of the following:

Community Services - A community services program is also being planned and implemented. This program involves noncredit classes, cultural events, social and recreational activities, and lecture services. This program is administered by the Dean of Student and Community Services. An advisory committee on community services is being formed to assist in improving and developing new programs and in interrelating these programs with other community agencies.

Emeritus Institute - The Emeritus Institute of Coastline Community College provides a variety of classes and services especially for senior citizens. All senior citizens may attend any college function without charge.

SUMMARY

Coastline Community College is a comprehensive community college beyond walls. The Coastline Community College mission is to create lifelong access to learning for all interested adults--specializing in transfer education, personal enrichment, on-the-job training, apprenticeship, citizenship, retraining and upgrading. The community is the campus for Coastline.

Coastline Community College brings educational programs into the community in flexible and diverse ways and is responsive to the needs of citizens. In addition to quality education, Coastline Community College provides a broad range of supportive services such as counseling, guidance, and student and community services as well as opportunities for recurrent education.

Hired on a part-time basis, Coastline teachers are drawn from the faculties of other colleges of the district, nearby colleges and from the community. Often they are local professionals practicing the skills they teach.

In addition to classroom courses, students have opportunities to participate in a variety of learning experiences, including independent study, cooperative education and work-study programs, on-the-job training, and television courses broadcast for credit over KOCE-TV Channel 50.

Coastline Community College is committed to the basic philosophy that every individual shall have the opportunity for appropriate quality education up to the limits of his or her potential and that access to diverse educational opportunities shall be available to all adults who are interested.

UNIVERSITY OF CALIF.  
LOS ANGELES

NOV 12 1976

CLEARINGHOUSE FOR  
JUNIOR COLLEGES